



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Plummer-Motz School

SAU: Falmouth School Department

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2011-2012 NCLB Report Card



School: Plummer-Motz School
SAU: Falmouth School Department
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	154	153	99	89	89	73	15	74	7	5	153	0	
	2010-2011	157	155	99	85	85	70	16	68	12	4	154	1	0
Female	2009-2010	78	78	100	92	92	76	17	76	4	4			
	2010-2011	77	76	99	78	78	74	18	59	18	4			
Male	2009-2010	76	75	99	85	85	69	13	72	9	5			
	2010-2011	80	79	99	91	91	66	14	77	5	4			
Caucasian/White	2009-2010	143	143	100	88	88	74	15	73	7	5			
	2010-2011	142	141	99	84	84	71	15	70	11	4			
African American/Black	2009-2010	0	0				46							
	2010-2011	1	1	100			43							
Hispanic	2009-2010	2	1	50			58							
	2010-2011	3	2	67			60							
Asian or Pacific Islander	2009-2010	9	9	100			71							
	2010-2011	9	9	100			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	2	2	100			67							
Economically Disadvantaged	2009-2010	8	8	100			62							
	2010-2011	9	9	100			58							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	18	18	100	56	58	38	<1	56	28	17			
	2010-2011	11	10	91	20	20	34	<1	20	40	40			
Limited English Proficient	2009-2010	4	3	75			45							
	2010-2011	1	0	0			39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Plummer-Motz School
SAU: Falmouth School Department
Grade: 04



MAINE
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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	165	165	100	90	90	67	30	60	9	1	165	0	
	2010-2011	156	156	100	85	85	67	31	54	9	6	156	0	0
Female	2009-2010	77	77	100	90	90	71	38	52	9	1			
	2010-2011	77	77	100	90	90	72	38	52	5	5			
Male	2009-2010	88	88	100	90	90	63	23	67	9	1			
	2010-2011	79	79	100	81	81	63	25	56	13	6			
Caucasian/White	2009-2010	158	158	100	90	90	68	30	60	9	1			
	2010-2011	145	145	100	86	86	68	32	54	8	6			
African American/Black	2009-2010	0	0				43							
	2010-2011	1	1	100			40							
Hispanic	2009-2010	1	1	100			59							
	2010-2011	3	3	100			54							
Asian or Pacific Islander	2009-2010	5	5	100			71							
	2010-2011	7	7	100			67							
American Indian or Native Alaskan	2009-2010	1	1	100			64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	13	13	100	77	77	56	8	69	23	<1			
	2010-2011	5	5	100			56							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	22	22	100	64	64	34	9	55	32	5			
	2010-2011	17	17	100	29	33	29	<1	29	35	35			
Limited English Proficient	2009-2010	4	4	100			46							
	2010-2011	3	3	100			43							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Plummer-Motz School
SAU: Falmouth School Department
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	154	154	100	84	85	62	26	58	12	3	154	0
	2010-2011	157	157	100	85	85	61	33	52	11	4	156	1
Female	2009-2010	78	78	100	86	86	61	24	62	12	3		
	2010-2011	77	77	100	78	78	59	30	48	18	4		
Male	2009-2010	76	76	100	83	83	63	28	55	13	4		
	2010-2011	80	80	100	93	93	64	36	56	4	4		
Caucasian/White	2009-2010	143	143	100	85	85	63	26	59	12	3		
	2010-2011	142	142	100	86	86	63	34	52	11	3		
African American/Black	2009-2010	0	0				31						
	2010-2011	1	1	100			30						
Hispanic	2009-2010	2	2	100			52						
	2010-2011	3	3	100			49						
Asian or Pacific Islander	2009-2010	9	9	100			65						
	2010-2011	9	9	100			64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	2	2	100			59						
Economically Disadvantaged	2009-2010	8	8	100			50						
	2010-2011	9	9	100			49						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	18	18	100	50	53	33	6	44	28	22		
	2010-2011	11	11	100	55	55	35	<1	55	45	<1		
Limited English Proficient	2009-2010	4	4	100			35						
	2010-2011	1	1	100			29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	165	165	100	88	88	62	35	53	10	2	165	0
	2010-2011	156	156	100	85	85	60	35	50	12	3	156	0
Female	2009-2010	77	77	100	86	86	62	35	51	10	4		
	2010-2011	77	77	100	86	86	60	34	52	10	4		
Male	2009-2010	88	88	100	90	90	63	34	56	10	<1		
	2010-2011	79	79	100	84	84	61	35	48	14	3		
Caucasian/White	2009-2010	158	158	100	88	88	63	35	53	10	2		
	2010-2011	145	145	100	85	85	61	36	49	12	3		
African American/Black	2009-2010	0	0				36						
	2010-2011	1	1	100			31						
Hispanic	2009-2010	1	1	100			45						
	2010-2011	3	3	100			48						
Asian or Pacific Islander	2009-2010	5	5	100			65						
	2010-2011	7	7	100			64						
American Indian or Native Alaskan	2009-2010	1	1	100			49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	13	13	100	77	77	50	31	46	15	8		
	2010-2011	5	5	100			48						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	22	22	100	59	59	36	18	41	32	9		
	2010-2011	17	17	100	65	67	31	6	59	12	24		
Limited English Proficient	2009-2010	4	4	100			38						
	2010-2011	3	3	100			35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Plummer-Motz School
SAU: Falmouth School Department
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 100 M: 100	E: 99 M: 99	87	E: 86 M: 94	E: 69 M: 70	100	E: 100 M: 100	E: 99 M: 99	87	E: 87 M: 92	E: 61 M: 61	96	96	95
Caucasian/White	100	E: 100 M: 100	E: 99 M: 99	87	E: 86 M: 94	E: 70 M: 71	100	E: 100 M: 100	E: 99 M: 99	87	E: 87 M: 92	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	*	E: * M: *	E: 99 M: 99	*	E: 74 M: *	E: 58 M: 58	*	E: * M: *	E: 99 M: 99	*	E: 67 M: *	E: 48 M: 47			
Students with Disabilities	*	E: 98 M: 100	E: 98 M: 98	47	E: 43 M: 67	E: 33 M: 30	*	E: 100 M: 100	E: 98 M: 98	61	E: 60 M: 57	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



School: Plummer-Motz School
SAU: Falmouth School Department



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	5	4	11	1	2	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	4

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.